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ONTARIO

DEPARTMENT OF EDUCATION

TEACHING

IN THE

ELEMENTARY SCHOOLS

OF ONTARIO

1953

1953

Photo on cover by Mr. Gordon W. Powley, Toronto.

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PART I

Teaching as an Occupation

YOU already know something about teaching as an occupation. In your own school-days you have become acquainted with many aspects of a teacher's work. But teaching does not look just the same from the teacher's table as it does from the pupil's desk. The purpose of this leaflet is to give information to those who are considering, as a possible career, teaching in the public or separate schools of Ontario.

First of all, is teaching a worth-while profession? Is it work that counts? The answer is very definitely yes. In a democratic land the future not only of individuals but of the country depends upon the training of the nation's children. As no school system can be better than its teachers, communities are increasingly interested in securing good instructors—the best possible—for their girls and boys. The importance of the teacher's task has never been more widely recognized than it is to-day.

Your second question may well be, "What chance shall I have of securing a position if I train as a teacher?" The answer could not be more encouraging. Teachers for elementary schools are in such demand that a wide choice of positions is available. There are approximately 23,250 teachers in the 6,853 public and separate schools of Ontario. To replace those leaving the profession, to overtake the shortage of teachers that now exists, and to fill new positions created by increasing enrolments, many new teachers will be required for some years to come.

What initial salary will the teacher receive? It is hard to generalize, as individual school boards fix the payments, and circumstances vary from community to community. In the first year of teaching in a rural school the salary will probably be $1,900 or better. In some urban schools the initial salary may be lower, possibly $1,800, but in such cases progress to higher salaries is usually assured by an agreed schedule of annual increases. In public schools during 1952-53, the average salaries for all men ranged from $2,434 in ordinary rural schools to $4,176 in cities, with an average of $3,465 for the Province. Women teaching in ordinary rural schools averaged $2,206, in cities $3,438, with an average of $2,832 for the Province.

QUALITIES REQUIRED IN TEACHING

"They are happy men whose natures sort with their vocations," wrote Bacon. What natures sort best with teaching? The person who plans to be a teacher should like children and should like study. You should like children because you will be much in their company, and because their interests and abilities will provide the basis of all your work. You should also have a reasonable liking for study, because you can only teach well what you already know well. The teacher is ever the student—preparing the day's work for the class, keeping up-to-date by reading professional books and magazines, taking summer courses, keeping informed on current affairs, and cultivating some interests apart from the school altogether.

Good health is a further essential for the teacher—health both of body and of mind. It is surprising how much physical and nervous energy is expended in directing the daily work of the school. As far as health of mind is concerned, a cheerful enthusiastic disposition is an asset to any teacher. "Fire kindleth fire," and a person who has a lively interest in his subject is well on the way to stirring the interest of his pupils. Self-control, a sense of humour, and a sense of fairness are three other attributes that make for success in teaching. Think of the instructors whom you admire most as a student. The chances are that they possess all three.

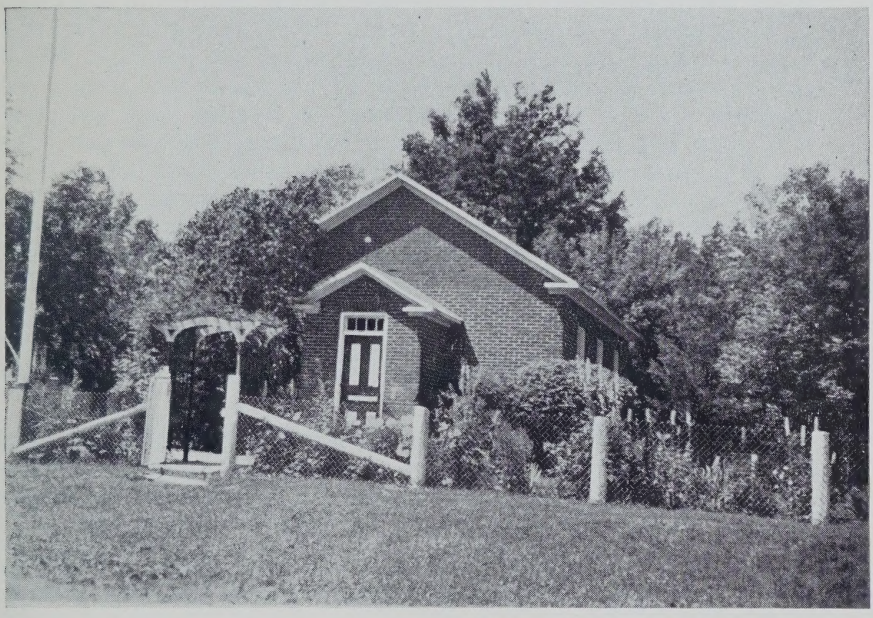
Teaching is not a routine job; it continually confronts one with new situations. There are said to be two kinds of people—those who are happiest working at jobs where almost all the decisions have already been made for them, and those who are happiest when they have a chance to exercise their own initiative in solving problems. Teaching definitely requires the second kind of person.

The teacher's responsibilities extend beyond the classroom, and an increasing number of extra-curricular activities come under his supervision. Athletics, dramatics, and clubs of various kinds play a large part in the modern school. If your interests are broad, you will find ample opportunity to play the part of guide and leader in some of these special fields.

The school is a community itself, but it is also part of the larger community. The teacher works not only with children, but with adults as well. Fellow-members of the staff, home and school associations, community clubs, church groups, and teachers' organizations provide opportunities for co-operative activity, and for pleasant and useful relationships. Working with people calls for a spirit of give-and-take that plays its part in every walk of life. The teacher stands in special need of what has been summed up in a recently coined word, "getalongability."

WORKING CONDITIONS

Working conditions are even more important than salary in an occupation. Most of the schools located in cities, towns, or villages have reasonably satisfactory accommodations from a health standpoint. In graded schools you will have the companionship of other teachers, and their help in solving your problems. Your principal will also assist you with his counsel.



A rural school set in attractive grounds

Should your first position be in a one-roomed rural school you will have a challenging opportunity for the exercise of initiative and for the acceptance of responsibility. The inspector will be at hand to give advice, and will prove a helpful friend to the young teacher. An increasing number of rural communities have attractive, well-furnished school-buildings. The brisk building programme of the past eight years has placed many modern classrooms in the townships. The rural teacher may do much, in co-operation with parents, trustees, and pupils, to improve and beautify the grounds of the school.

You may wonder what provision is made for the teacher who loses time from work through ill-health. Teachers absent from duty for this cause are protected by law from loss of salary for a period of

twenty days in each school year. Some school boards have cumulative sick-leave plans which protect teachers from loss during a longer period if they have not used up the sick-leave allowance in preceding years.

The teacher's vacations are worthy of note when considering the working conditions of the profession. One or two weeks at Christmas, a week at Easter, and nine weeks in summer provide excellent opportunities for study, travel, recreation, and rest.

If you plan to make teaching your whole career, you will be interested in the Teachers' Superannuation Fund. Every teacher in public and separate schools pays six per cent. of his salary into this Fund, which also receives contributions from the Provincial Government. Full pensions, under the Act, are granted to teachers who complete forty years of service, or who have taught thirty-five years and have reached the age of sixty-two years. Pensions of lesser amount are payable to teachers with from thirty to thirty-five years of teaching experience, and also to teachers of at least sixty-two years of age who have twenty-five years of teaching experience, provided that five of these years have been taught after the age of fifty-five. The minimum pension under the Fund is $600, and the maximum pension is $3,000. Teachers who are incapacitated by illness after at least fifteen years of service may also qualify for a pension under certain conditions.

All teachers on beginning their work automatically become members of the Ontario Teachers' Federation. One object of this organization is to promote and advance the interests of teachers and to secure conditions which will make possible the best professional service.

FUTURE OPPORTUNITIES

Vacations have been mentioned as providing opportunities for study. Summer courses are the keys that open doors to advancement for the ambitious teacher. There are two kinds of summer sessions—those conducted by the universities and those provided by the Ontario Department of Education. They represent the two main roads onward for the teacher in an elementary school. One is the university route leading to an Arts degree and to degrees in Education, and the other is preparation for teaching certain specific subjects or classes in the public or separate schools. We shall look briefly at each of these highways.

The universities of the Province offer teachers the opportunity of qualifying for degrees through extra-mural study and attendance at extension lectures and summer sessions. Hundreds of teachers take advantage of this opportunity, and gradually progress to their Bachelor of Arts degree. Promotions to supervisory positions or

principalships are often influenced, in part, by the holding of a degree. University graduates may, moreover, proceed with courses that will qualify them as public or separate school inspectors, or as teachers in continuation or high schools, collegiate institutes or vocational schools. Teachers with the B.A. degree are also qualified to pursue post-graduate courses at the universities, including studies leading to the degrees of Bachelor of Education (B.Ed.), Master of Education (M.Ed.), and Doctor of Education (Ed.D.), as well as to the degrees of Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.).

The second route to advancement is by preparation to teach special subjects or classes in public or separate schools. Teachers who wish to specialize in Agriculture, Art, Audio-Visual Aids, Auxiliary Education, Commercial Subjects, Guidance, Home Economics, Industrial Arts, Music, Physical and Health Education, or Primary Methods, find it possible to take summer courses training them for such work. These courses are conducted by the Ontario Department of Education, and while they do not lead to a degree, they are recognized by special certificates. School systems frequently offer opportunities for teachers holding such qualifications.

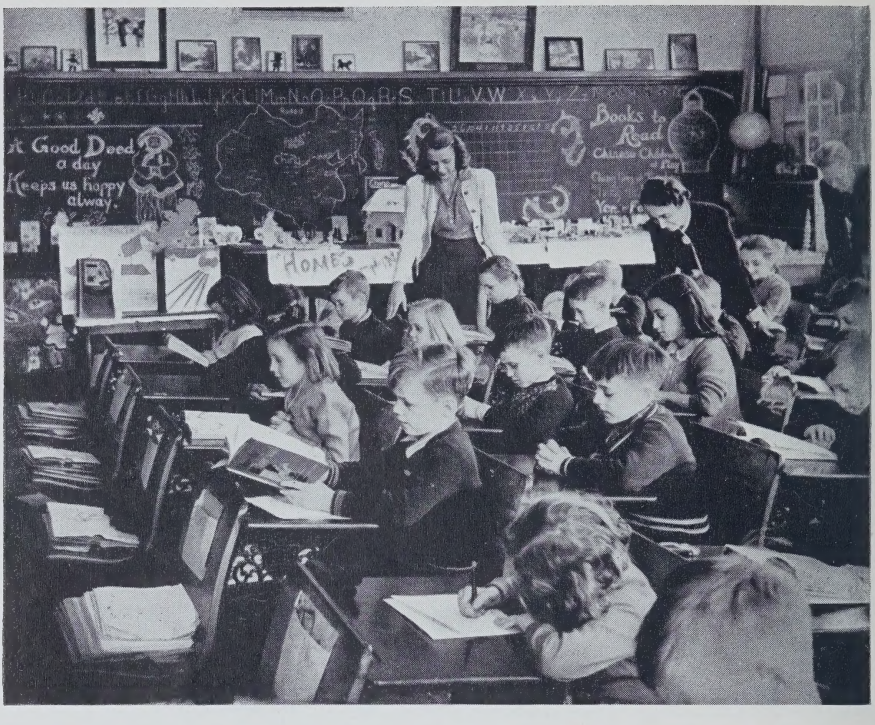
PART II

The Education of a Teacher

COURSES AT TEACHERS' COLLEGE

IF YOU plan to be a teacher, you will take either a one-year or a two-year course at one of the eight Teachers' Colleges in the Province. These Teachers' Colleges are now known as Normal Schools, but the change of name becomes effective in September, 1953. The particular College to which you will be assigned will depend upon the location of your home. Ontario is divided into seven Teachers' College districts, served by schools in Hamilton, London, North Bay, Ottawa, Peterborough, Stratford and Toronto. (The eighth school is the University of Ottawa Teachers' College for the education of teachers for those schools in which French is a subject of instruction, with the approval of the Minister.) Students are required to attend the Teachers' College in their own district, unless proof is submitted that it is much to their financial advantage to attend in a different centre.

The requirements for admission to the courses at Teachers' College will be found on page 14. In general it may be said that students holding standing in eight Grade XIII papers, including at least one English paper, will be admitted to the one-year course, which begins



At work in a practice classroom

early in September and continues to the end of May. Other students who hold at least the Secondary School Graduation Diploma of the General Course will be admitted to the two-year course which is being introduced in September, 1953. Candidates for admission to the University of Ottawa Teachers' College should write to the Deputy Minister of Education for information regarding courses offered at that school.

What are the courses at Teachers' College like? The one-year programme is divided into two parts—the study of teaching methods and actual practice with classes of children. In the two-year course, a third part includes the study of certain subjects of a general educational nature, such as English, History, etc., at the Grade XIII level.

The study of teaching methods takes place for the most part in the classrooms of the Teachers' College. As a foundation, two special subjects receive attention—Educational Psychology and School Management. Educational Psychology concerns the fields of child study, mental health, and general methodology; School Management has to do with the administration of the affairs of a school as a business.

Then each subject of the elementary course of study receives attention from the teacher's viewpoint—English, Mathematics, Social Studies, Science and Agriculture, Art, Music, Health, Physical Education, Industrial Arts, Home Economics, and Religious Education. Different members of the Teachers' College staff guide the study in these various subject fields by discussion, demonstration, and by periods when the teachers-in-training actually do the things they will later teach to their pupils. In a Teachers' College, one group may be studying the problem of the shy child in Educational Psychology, another may be discussing the best method of dealing with taxation problems in Grade VIII arithmetic, another may be learning folk-dancing in the school gymnasium, while another is setting out trees in a forestry plot.

We learn by doing, and if you would learn to teach you must have a chance to practise. During the early weeks of your Teachers' College course you will observe your teachers in the College, or other teachers, guiding the learning activities of groups of children. You will then discuss your observations in the Teachers' College classroom, where you will learn how to plan and guide learning activities yourself. Soon you will be ready for practice.

Teachers-in-training are first sent in groups to selected classrooms in urban schools for two half-days each week for several weeks. On their first visit to a classroom they watch the regular teacher at work, but before they leave they are each given an assignment—a slip upon which is stated the topic of a lesson or the nature of an activity to be conducted with the class on the second visit to the classroom. The beginner is not left without help in preparing for these early teaching experiences as the teacher of the practice classroom and the staff members of the Teachers' College are available for advice.

After the completion of the introductory practical work just described, arrangements are made from time to time during the year for each student to do continuous observation and practice teaching in various urban and rural classrooms. During these weeks, which total about eight, two students share in the work of each practice classroom, under the supervision of the regular teacher. Approximately three of the weeks are spent in rural schools.

Students in the two-year course will be given opportunities for observation and practice teaching in each of the two years, and their practical programme, too, will include experience in presenting single lessons and in teaching for continuous periods in both rural and urban classrooms.

At the end of the Teachers' College year, 1953-54, a student who has passed in practice teaching and in the final examinations will be granted a teaching certificate if he is in the one-year course, or

promotion to the second year, if he is in the two-year course. If the student's term work in a subject has been of high standard, he may be recommended for standing without writing the final paper.

The successful graduate of either the one-year course or the two-year course at Teachers' College receives an Interim First Class certificate. This certificate will be made permanent on the recommendation of the school inspector concerned when the teacher has completed at least two years of successful teaching in the public or separate schools of Ontario, subsequent to the date of the interim certificate.

Enterprise work at a Teachers' College

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities play an important part in the teacher-training year. While these activities vary from Teachers' College to Teachers' College, they are alike in that they afford excellent opportunities for the development of social qualities so valuable to a teacher. They also provide, both for those who take part and for those who look on, a pleasant diversion from regular study. As you would suppose, the extra-curricular programme of each College is largely under the direction of the students themselves through their various organizations.

Music naturally receives emphasis in a teacher-training school. In addition to classroom instruction, most schools have choirs or glee clubs which present programmes for special occasions. A school orchestra may be organized when there are students with sufficient training and talent to make this possible.

Athletics have their place, too, in the Teachers' College programme. Basketball, softball, volleyball, and soccer are games that students should know, while tennis, badminton, and ping-pong have always their loyal followers. Since the best way to learn a game is to play it, teams are organized in a number of games. School teams may have exciting contests with nearby universities or secondary schools, while neighbouring Teachers' Colleges sometimes arrange inter-school meets. Inter-form games, and play-day programmes of group games, give teachers-in-training further practical experience in the recreational field.

The social life of a Teachers' College student is not overlooked. At Homes, parties, and outings of different kinds are planned by school committees, adding pleasure to the school year. Varying interests are kept in mind, so that all may take part in the social programme.

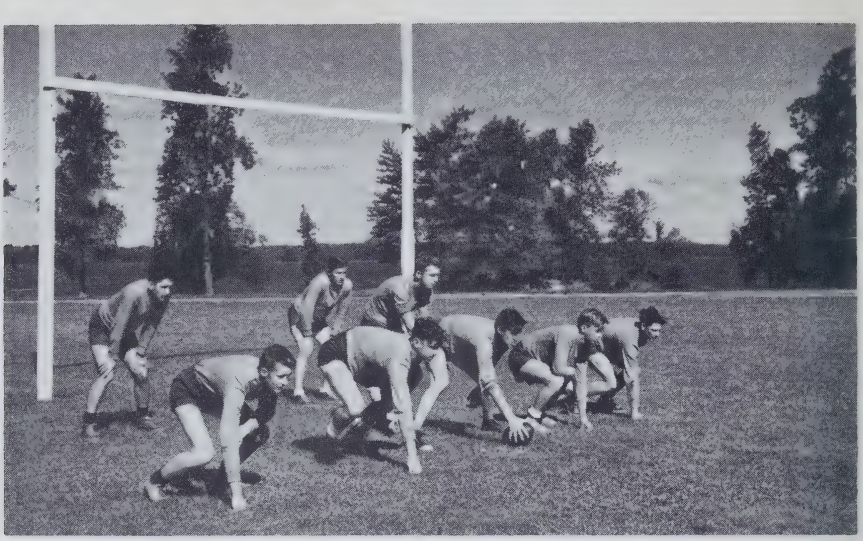
PRIMARY SPECIALIST COURSE

Girls who wish to teach in junior or senior kindergartens, or to specialize in teaching Grades I and II, may train for such work by taking the Primary Specialist course at Toronto Teachers' College. Applicants for that course, however, must hold either a First Class teaching certificate or a university degree, and must be able to read music, to sing, and to play at sight on the piano. Required proficiency at the piano is comparable to that expected of a student in Grade IX, Royal Conservatory of Music of Toronto. Further information regarding the course may be secured, on request, from the Principal, Toronto Teachers' College, 870 Pape Avenue, Toronto 6, Ontario.

COST OF THE TEACHERS' COLLEGE COURSE

No tuition fees are charged at Teachers' College. A fee of $2.00 is required for a medical examination during the opening days of the course. If an applicant is rejected as a result of the medical examination, this fee is refunded. The cost of text-books, notebooks and supplies should not exceed $35.00 for the year. Students' organizations usually collect fees to defray the cost of extra-curricular activities, but the total for these purposes is not likely to exceed $8.00. If you do not live in a city where a Teachers' College is located, you will have the added expense of room and board.

Scholarships and bursaries under the Dominion-Provincial plan are available under certain conditions to assist students who might



Athletic interests are useful to the teacher

otherwise be unable to defray the expense of a year at Teachers' College. Students who feel that such assistance may be necessary are advised to discuss the matter with the principal of their secondary school.

A student whose home is in one of the Districts of Northern Ontario, and who attends North Bay Teachers' College, will receive from the Department of Education a refund of the amount he pays in excess of $5.00 for a return railway fare from his home community to North Bay.

PART III

If You Plan to Teach

IT may be a year or two before you plan to attend Teachers' College, but there are things that you can do in the meantime that will be helpful in your teacher-training course. First of all, you can observe your own teachers with special interest. How do they arouse the interest of their students? What opportunities do they give you to take active part in their classes? By what means do they maintain discipline? How do they awaken in you an enthusiasm for the subjects which they teach? While methods in secondary school will differ from those suited to elementary pupils, yet you may learn much about principles of teaching from your days as a student.

We learn to teach by teaching. Some young people get valuable experience by teaching a class in Sunday School. Others secure summer employment on playgrounds, where they supervise games or tell stories to younger children. Such activities will help you to learn whether you are happy working with children, and whether you have the knack of making things clear to them.

To develop confidence before a group, you will find it useful to take an active part in various school organizations or in the Young People's Society at your church. Hours spent in athletics, dramatics, or in musical activities not only develop skills that will prove useful to you as a teacher, but they help to put you at ease in the classroom.

HEALTH STANDARDS FOR TEACHING

Good health is essential to the teacher. Mention has been made of the medical examination during the first week of the term at Teachers' College. If you are thinking of entering the teaching profession you would be wise to consult your family doctor to see if you have the necessary health. For his guidance, you might show him this leaflet, drawing his attention to the list of physical defects that are regarded as cause for exclusion from the Teachers' College, or that make it necessary for the student to waive rights for disability benefits under the pension plan.

A recommendation of exclusion will be made in cases of: tuberculosis-active, or where there is a lung involvement that might reasonably be expected to become active; severe bronchiectasis; certain nervous conditions with a history suggesting emotional instability, and mental conditions such as epilepsy, insanity, etc.; hyperthyroidism, hypothyroidism, or other glandular conditions, if marked; hypertension; cardiac diseases, rheumatic heart, endocarditis, etc.; nephritis; ear defects and otitis media with discharge; certain eye defects; gross overweight; communicable diseases, or other acute conditions.

Where the medical report discloses conditions that do not, at the time, warrant exclusion, but that may in future prevent the person from continuing his teaching career, the student is permitted to attend Teachers' College provided he signs a waiver of disability privileges under the Teachers' Superannuation Act. Waivers are recommended in cases which are not considered good risks for general insurance purposes. Examples of these are: tuberculosis, apparently arrested; bronchitis, asthma, and certain cases of bronchiectasis; diabetes; cardiac cases, not at the moment apparently active; overweight; mild nervous conditions; certain orthopaedic conditions; certain cases of chronic nephritis; certain gastrointestinal conditions, e.g. gall-bladder involvement. Each case is judged individually.

Before a final decision leading to a recommendation is reached by the medical board, repeated examinations later in the term may be requested in some cases. Examinations by consultants or specialists are occasionally required. Where certain conditions exist that are amenable to treatment (for example, hernia, nose and throat conditions, eye conditions) the persons concerned are asked to receive the maximum of treatment before being admitted to the teaching profession.

Individuals with certain physical handicaps are well advised to seek occupations other than teaching. Sometimes a handicap is such that continued study would not be in the person's best interests. Examples of other unfavourable conditions are: When the hearing in one ear is so poor that the individual is unable to tell from which direction sound is coming; orthopaedic deformities which render the individual incapable of participating in required activities; conditions which might make the teacher the butt of comment from children—conditions such as unsightly scars, strabismus (cross-eye), glandular deficiency with changes in stature (pituitary), etc.

REQUIREMENTS FOR ADMISSION TO TEACHERS' COLLEGE

The academic requirement for admission in September, 1953, to the one-year course leading to an Interim First Class certificate is standing in eight Grade XIII papers (one of which shall be English Literature or English Composition), **or** a degree approved by the Minister from a university in the British Commonwealth. An applicant may submit in lieu of the Grade XIII standing just stated, evidence of successful completion of any **one** of the following: (i) the Preliminary Year at McMaster University; (ii) the First Year at the University of Western Ontario; (iii) the First Year at the University of Ottawa, provided that the course includes English 1, 1a, 1b, and French 1; (iv) the First Year at Carleton College; (v) the Two-year Diploma Course in Home Economics at the Ryerson Institute of Technology; or (vi) the Two-year Course in "Art Education for Prospective Teachers" at the Ontario College of Art. The Teachers' College course for applicants admitted under (v) or (vi) above will be offered at Toronto only.

The academic requirement for admission in September, 1953, to the two-year course leading to an Interim First Class certificate is the Secondary School Graduation Diploma of the General Course.

Special provisions are made for the admission of persons with service in the Forces during the war, 1939-45. Ex-servicemen and ex-servicewomen are advised to place their cases before the Registrar of the Department of Education, stating the papers in which standing is held, and making clear the nature and duration of their war service.

Each applicant for admission to Teachers' College must be a British citizen, and must submit a certificate from a clergyman or other competent authority that he is of good moral character.

Applicants for admission to Teachers' College will be interviewed at their secondary schools by a member of the Selection Committee of the Teachers' College of their district. Individual interviews will be arranged through the office of the principal of the secondary school during the last three or four months of the school year. An applicant not attending secondary school should write directly to the principal of the Teachers' College as early as possible in the calendar year, regarding arrangements for an interview.

Applicants for admission to the University of Ottawa Teachers' College, for training as teachers in schools in which French is a subject of instruction with the approval of the Minister, should write to the Deputy Minister of Education for information regarding admission requirements to that school.

HOW TO ENROL AT TEACHERS' COLLEGE

If you plan to enter Teachers' College in September, the following suggestions are listed for your guidance.

1. Early in the calendar year, inform the principal of your secondary school of your interest in applying for admission to Teachers' College. If you are not in attendance at a secondary school, write directly to the Principal of the Teachers' College in your district.
2. About July 15th, write to the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario, asking for an application form for admission to Teachers' College. The completed form, with certificates of your birth, character, and academic standing, should be mailed to the Deputy Minister of Education by August 23.
3. If you fail in any secondary school examination and are appealing the result, apply for admission without waiting for the result of your appeal. Your application will receive attention when your appeal is settled.
4. If you wish boarding accommodation in the city where the Teachers' College is located, and if you do not plan to stay with friends or relatives, write to the Principal of the Teachers' College, asking him for a list of approved boarding places. You may then make your arrangements for accommodation either by mail or personally during a visit to the city before school opens.
5. In due time you will receive an admission card to the Teachers' College to which you have been assigned. Take the card with you when you report at the school on the opening day of the course. The session will begin at 9 a.m. on the second Tuesday of September.